SAFETY EDUCATION

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

DECEMBER, 1961
Two Sections • Section One

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SAFETY'S STEPCHILD: The College Campus

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SAFETY EDUCATION

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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Mail Box

"Ethyl" Story Praised

Brookfield, Ill.—"What's All This About Ethyl?" (*SE*, Oct., p. 3) poses a definite challenge to all concerned with safety education. We deeply appreciate the clear analysis Mr. Stewart presents, as well as the guidance offered in terms of curricular implementation. The editorial staff of *Safety Education* is to be sincerely complimented for printing this timely article. We heartily agree that no time should be lost in beginning to incorporate alcohol education into the curriculum.

Whether we like it or not, not all accidents are not accidental. Human weaknesses that originate or are cultivated by practices which militate against convenient and safe procedures, cannot be charged to accidental causes.

In the case of traffic accidents, when 50-75 per cent or more are plainly traceable to drinking drivers and pedestrians, it is time to do more than fear the type of approach that is necessary to correct the situation. If "Ethyl" is the cause, then we must deal with "Ethyl."

It is most important that safety engineers, safety supervisors, and safety educators give recognition to "Ethyl" in terms of life and economic waste.

Perhaps we need to take inventory of our attitudes and objectives. As safety instructors, are we giving full consideration to all the factors involved in accidents? Is an objective appraisal of all death dealing agents part of our safety and driver education courses?

According to Mr. Stewart's article, alcohol education is miserably neglected. Our young people are not properly apprised of the effect of alcohol on the brain cells. Because of their ignorance, they do not realize the importance of refusing to take "Ethyl" into the body. Because of curricular neglects, students have little information on the relationship between mental alertness and physical reaction.

Students should be taught that the attainment of knowledge in regard to the use of alcohol is essential and objective in the highest sense. It is not a question of "fear" education. The facts about alcohol are just as scientific and fundamental as they are for any branch of chemical or biological science.

Alcohol education must be faced courageously, and with a determination to incorporate all facts about it into the school program. In no case can educators afford to permit pressure groups, political temperament, or economic ties to handicap them in their efforts to present the truth.

No attempt should be made to present these truths subjectively. In a society where alcoholic beverage distribution and consumption is legal, the ethical approach to better understanding of the hazards presented by its use is through the channels of education.

Harry M. Lodge
Superintendent of Education
Illinois Conference of Seventh-Day Adventists

New Accident Report Forms

Orland Park, Ill.—I want you to know how pleased we are with the revised form for student accident reporting (*SE*, Sept., p.7). We especially like the differentiation of the gym class games and the extra-curricular games.

I am sure this will make an even more meaningful report, and will enable the schools to compare their findings with the national statistics. In this way, areas which warrant improvement may be evaluated for safety precautions.

Elizabeth K. Compher R.N.
School Nurse, Carl Sandburg High School

You Need the "Jolt"

Hammond, Ind.—I was very much interested in the article on scare techniques, (*SE*, Nov., p.10) by Dr. Blumenthal. I am sure that there must be a positive approach, but I also strongly believe that there are certain circumstances and types of hazards which require a scare technique to jolt the present generation of apathetic individuals into realizing that this might come home to them.

All the techniques of properly trained safety engineers—indicating how to do things correctly until safety consciousness becomes second nature—are excellent. But I do not think that we can do without jolting people now and then.

I have worked with the positive approach with the Hammond Safety Council for six years. However, in the emergency entrance of our clinic, I have large pictures of traffic accidents, supplied by the State Police, in which the injured person is still in the car.

I have watched people looking at the pictures; I have seen the jolt that they provide.

I myself had tragedy come close to home, and realized that a jolt is sometimes the catalyst precipitating real action. My son's wife was driving from Ohio to Indiana with her two small children. She blew a rear tire while she was not wearing her seat belt, and was thrown 80 feet from the car, suffering a fatal injury.

I had been preaching seat belts, and I had them in my own car and had used them—but not day-in day-out, until this thing happened. Now I do not even turn on the ignition unless I have my seat belt fastened, and I make sure that my passengers wear theirs too.

This tragic jolt, which rose above my intellectual awareness of the need for wearing seat belts, has been sufficient to make me into a very effective one-man team for safety belts.

I don't think you can dispense with the jolt. I think you need both the jolt and your so-called positive approach with good learning principles. They are not alternatives; they both belong in safety education.

Hedie S. Kuhn, M.D.
Chairman, Hammond Safety Council

Block Parent Plan

An emergency plan—designed so that every child always has somewhere to go.

by Jo Bryant

"Block Parent," or "Helping Hand," or "Block Mother" programs are a fairly recent development in school safety. Basically, all of these plans are founded on a good neighbor policy that works in conjunction with the school safety program, the Civil Defense authorities, and generally, the PTA, to protect children in any emergency. The article which follows is a report on one of the earliest of these programs —the Sacramento, Calif., Block Parent Plan— and how it operates. Ed.

THE Sacramento, Calif., Block Parent Plan is based on a very simple concept: In an emergency, every child should always have *somewhere* to go.

Usually, of course, that *somewhere* is home. But sometimes, home is a long way off, or mother is away, or something happens that makes it imperative to find some place *now*. That's when the Block Parent Plan steps in. Actually, it is entirely an emergency measure, instituted because emergencies happen all the time.

For instance, a power failure, or a heating plant breakdown, or a threatening storm may require an abrupt emergency school dismissal. Or a child may fall and skin his knee, or be frightened by an over-friendly stranger, or be just plain lost. Whatever the case, in Sacramento, a child *can* always find somewhere to go; he merely looks for a house with a window displaying the round Block Parent emblem. *(above)*. He knows that it is an open invitation to children in any kind of trouble.

Initiated in 1958, the Block Parent Plan is a joint effort of the Sacramento schools, the Sac-

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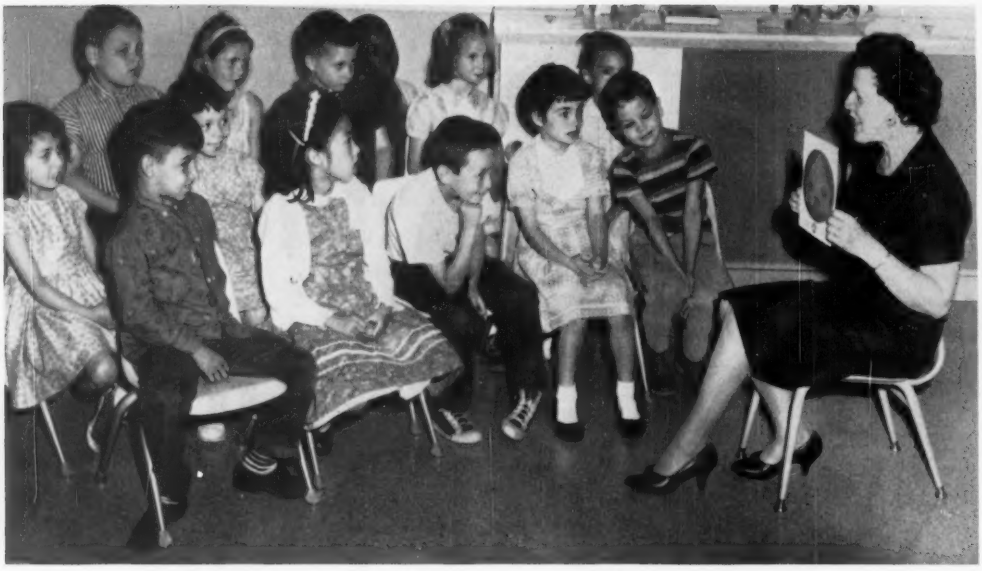
Mrs. Bryant is Chairman of the Sacramento, Calif., PTA Civil Defense Council.



Teacher explains the Block Parent Plan and its emergency procedures to a group of elementary school students. The easily recognized Block Parent emblem is prominently displayed in all classrooms.

ramento PTA, and the local office of Civil Defense. In the Sacramento Unified School District, there are now 4,535 block parents, many of whom have been serving since the plan's inception.

Recruited through periodic sign-up weeks and membership campaigns, the block parents all serve in a volunteer capacity, standing ready for emergencies that may never come. Each block parent is given an official window emblem to display, (it is to be taken down when nobody is at home) and is charged with the responsibility of helping any child who may seek his aid, and then making sure the child gets home safely. At special school PTA block parent meetings, the participants also receive instruction in First Aid and Civil Defense procedures.

Strong emphasis is placed on Civil Defense planning. Block parents receive detailed instructions on what to do in case of impending enemy attack, and the Block Parent Plan is an important part of the entire Civil Defense program for the Sacramento area.

In the Plan's jargon, a "block" is not necessarily always a "block." Some block parents are the only ones around for several blocks; in populous areas, there may be several block parents on one street. At the beginning of the school year, all parents are urged to walk to school with their children, pointing out the block parent homes on their child's route.

The 4,500 block parents cover 62 public schools and some parochial schools. Coordination of so large a group is a big job, and most of the administration is done at the grass-roots level by local PTA Block Chairmen.

Each school has a Block Chairman, and it is her job to keep the program running smoothly. She recruits new members, keeps the old ones on their toes with special meetings for briefing, and maintains all her school's Block Parent records.

Block parent chairmen at junior high schools work closely with their counterparts at "feeder" elementary schools to make sure that the area is adequately covered without confusion or duplication of effort. The Block Chairmen and school principals attend special city-wide workshop meetings during the school year.

It is the duty of the Sacramento schools to make certain that each student knows about the Block Parent Plan. The emblem is displayed in every classroom, and children are advised to seek out a block parent whenever they need help. Students are also asked to make note of the block parent homes on their routes to school,

Without previous warning, each school periodically conducts a "dry run" emergency dismissal. If parents are not at home, students are told to report to the nearest neighborhood block parent.

and to tell their teachers if they cannot find one, or if the distance between one emblem and another seems too great. The teacher informs the school's Block Parent Chairman of such gaps, and she sets about filling them.

Periodically, without previous warning, each school holds a "dry run" to test emergency dismissal procedures and the Plan's effectiveness. Students are told to walk home as fast as possible, and if nobody is at home, to report immediately to the nearest block parent.

Most elementary schools use a "buddy" system, with older children walking home with the younger ones in their neighborhood. In junior high schools, where many students live at some distance from the school, students go home with a friend, by prior arrangement with both parents.

The trial runs are usually unannounced, and give both students and parents good advance training for possible real emergencies. And the students and their block parents get an opportunity to know each other. Dry run time checks indicate that nearly 90 per cent of elementary and junior high students can reach home, or a block parent's house, within 25 minutes on foot.

The test drills always bring new parents into the program. Some mothers join because they are grateful that their child was taken in by a block parent, others because it becomes obvious that their residential area is not adequately covered.

The schools, the PTA, and the Sacramento area Civil Defense office all come together at the top level of the Block Parent Plan in a special steering committee which is composed of members of each group. The steering committee makes policy, disseminates information, and coordinates the whole Block Parent Plan.

The Sacramento Block Parent Plan is a community program. Probably, that is the only way it could function effectively—as a wholehearted community effort. The City Council has actively supported it. The Civil Defense office is very cooperative. The schools are enthusiastic. The PTA Block Parent officials, and the block parents themselves, take their responsibilities seriously. Even the students take pride in the program, and urge their parents to join.

And any parent can join. There are no special requirements for block parenthood. The way Sacramento looks at it, the more houses there are that display the Block Parent emblem, the more certain it will be that—in any emergency, every child will have *somewhere* to go●

The Handicapped Driver

by Robert W. Gutshall

IN LANSING, we believe that a person with a disability has the same potential for becoming a good driver as any unselected individual in the general population.

To a disabled person, driving is a real achievement. It is an avenue through which he can attain great freedom and independence. A car may very well be his *only* means of transportation. Taxis are available, but they are expensive. Other forms of transportation, though cheaper than a car, have limited crutch area, and the steps necessary to get in or out of such a vehicle may present an impossible hurdle.

Therefore, the disabled person is extremely proud of his "transportation," and will take pride in his ability to use it wisely. On the other hand, as an individual who has not been properly oriented to the purpose of an automobile, namely that of transportation, he may use it as a means of recognition. Although this attitude is certainly prevalent in non-disabled students too, instructors of the handicapped should stress that driving is not a means of compensating for an inadequacy.

Driver education for disabled students presents some unique problems, of which lack of confidence is the most difficult. The disabled student often feels extremely insecure in the car learning situation, and needs much assurance that he is succeeding and is progressing satisfactorily.

It also takes extra driving experience for a disabled student to develop the sensation of rapid movement. The student with a congenital or early childhood disablement may have never experienced the coordination and sensations of riding a bicycle or of any means of artificial locomotion. This student takes longer to master turning exercises and may have extra difficulty in controlling speed. The usual fear of impact with another car, when parking, for example, is strikingly absent. Extra teaching effort is necessary to instill a cautious fear in such maneuvers. The student must usually "tick" something before he realizes how much force is generated by impact.

Partially Paralyzed Students

Students who have been afflicted with polio can feel pressures and sensations in their legs. In some cases, motor control has been re-developed to the extent that the student can use his right foot for gas control. However, there is seldom enough strength or control to permit braking with an afflicted leg. Because of lower torso complications, the polio victim may have to wear a girdle that makes it difficult to learn on the brake lever. Moving the seat closer usually compensates for this by providing shoulder leverage for more control. Outside of hand controls, a steering knob, and perhaps, seat deviations, the polio victim requires no unusual equipment or special teaching methods.

Students afflicted with cerebral palsy present the hardest teaching assignment. They are easily distracted, and concentration on the task at hand seems especially hard for them. Mental retardation is also found in many students with cerebral palsy.

Mentally Retarded Students

Mentally retarded students are more numerous than any other type of handicapped student. They are, of course, slower to comprehend, and as a general rule, take two, or at times three, enrollments in our one-semester class before they succeed. A few we advise never to drive, and a few make it through the course in one term.

The teaching methods that are most effective with retarded students are the same methods used by successful teachers of the non-retarded. Simple, precise directions, visual aids, clear demonstrations, and the most difficult of all teaching techniques in driver education — permitting the student to make the error. The mentally retarded need actual presentations rather than theory.

Our experience with mentally retarded students has been good. Of 359 students, only six have been involved in collisions. Exposure rate is difficult to ascertain, but we do know of some former students who drive trucks for a living.

Deaf Students

Driver education students who are deaf have been taught by these four methods, all of which integrate the students into the classroom:

Telephone. The student attends regular classes. At a designated time, his parents call the teacher and explain at length what he did not understand. The teacher clarifies these points, and the parents then relay the information to the student.

Parent participation. The parent attends all classes, sits in the car for road driving, and in-

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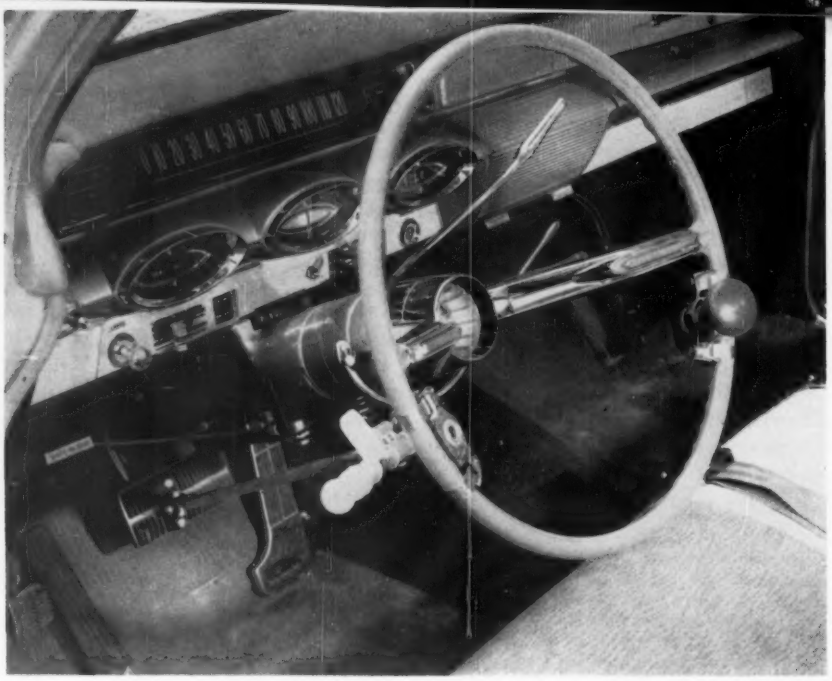
Robert Gutshall is coordinator for orthopedic students at Lansing Everett High School, Lansing, Mich.



Orthopedic car is specially equipped for the handicapped driver with hand-operated gas and brakes, left foot gas accelerator, removable steering knob, directional signal lever that can be moved to either side of wheel, roof handles to permit easy access. It also has power steering, power brakes.

terprets the necessary information for the student as he goes along.

Team approach. The speech instructor accompanies the student on the road. This makes for much better communication.

Student help. A good student works along with the deaf individual. He permits the deaf student to copy lecture notes from his notebooks, drives first for on-the-road demonstrations, and explains as much as possible. Incidentally, during films, a small lamp shining on his neighbor's notebook will help a deaf student to take notes, and to be more aware of the film's contents.

Many deaf students have highly developed their skill at lip reading so that very little extra help is needed. Deaf drivers have little difficulty in handling a car. Using their eyes well has become a habit that carries over into their driving, where they appear to use the rear view mirrors more often than do normal drivers. In fact, Judge Finesilver of Denver, Colo., reports that statistics compiled during a driver improvement class for the deaf showed them to have better driving records than two groups of 100 average drivers.

Some general conclusion on driver education for the physically disabled and the mentally handicapped:

▶ Their potential for becoming good drivers is the same as any cross section of students.

▶ Using adaptive devices, (see cut) they can control a car with the same skill as a non-disabled person. Actually, because they are usually aware of their limitations, they retain better, more careful, control of the automobile.

▶ Mentally retarded students *can* drive in today's traffic. The approach to education for them must be simplified, and it may take extra time. Their main weakness in driving, failing to anticipate events, is the most notable weakness of the average driver.

▶ Deaf students are no unusual assignment and, except for some difficulty in communication which can easily be overcome, they are not a teaching problem.

It is rare that any student should be denied permission to attempt to participate in a driver education class. Outside of the psychological value of at least having tried to drive, there is the real possibility that driving may make the student an independent person. The financial and emotional advantages of independence are very pronounced for the individual, for his family, and for the state.

A student with a handicap is primarily a student. His particular difficulty, as well as most other obstacles, can be overcome in the majority of cases by teaching aids, some extra effort on the teacher's part, and most of all, by giving him a "chance"●

BULLETIN BOARD

Forthright persuaders

Contrary to what Madison Avenue seems to believe, it's "just the facts ma'm" that really persuades people. For a recent study, the National Safety Council helped prepare six television messages on the advantages of seat belts. They ranged from cartoons, to testimonials, to a cigarette-type commercial. But the ones that really persuaded the viewers were those that told a straightforward seat belt story—minus sugar coating.

Sign language

And then there's the Iowa school superintendent who tells this one: Driving through a school zone one day, he noticed a sign erected by a local safety group. It read: "***Drive with Care. Don't Kill A Child.***" Scrawled underneath was additional advice: "***Wait for a Teacher.***"

Pandora's box

That most fascinating of home fixtures, the family medicine chest, has too often proved tragically attractive to curious children. To discourage them from sampling the medicines inside, manufacturers have recently come up with bottle "safety caps" for pills and liquids. And one company has designed an entirely "child proof" cabinet. It can be opened only when a series of five buttons are pressed in the correct order by an adult hand span.

Color code

The tinted windshield is giving way to tinted pavement. Illinois recently laid its first color coded highway intersection. Designed to serve as a warning to motorists, the intersection itself is colored white for high visibility. The roads approaching the intersection are tinted bright yellow (the conventional "caution" color) for 800 feet in all directions.

Russian driver ed

There's a do-it-yourself theory in Russia that applies to driving a car. For instance, if you want to get a license to drive an automobile, you must first pass a written examination on the theory of combustion engines. You must prove your knowledge of car mechanics by taking an auto apart and re-assembling it. Then you must take a test on the usual rules of the road, and all other Soviet regulations governing the operation of automobiles. . . . If you pass these, ***then*** you're allowed to take your first driving lesson.

WHO PAYS? for shop accidents

by Dr. Denis J. Kigin

Most schools are immune to lawsuits, but the teacher is always liable.

THE tremendous growth of the industrial arts curriculum in the modern high school, has made it now far more comprehensive than was ever thought possible. Along with this growth and expansion came tools and machines which, in the main, are more hazardous to operate. Many of these machines have built-in safety guards and devices, but in spite of these precautions, accidents do occur in school shops, and inevitably, some of them are going to result in lawsuits involving the teacher.

Any school accident resulting in medical expense may culminate in a suit for damages in which the individual teacher, the school district, or both, may be named as the defendant. However, there have been cases of liability brought jointly against the teacher and the school district in which the teacher was held liable and the school district declared immune.

School related injury cases are generally based on allegations that lack of proper supervision or instruction caused the injury. And the fact that a teacher has not had an accident in his classroom certainly does not mean that he is immune to them. National Safety Council statistics reveal that about eight per cent of all high school accidents happen in the school shop.

It is important that teachers realize the serious implications of this, not only in consideration of the physical well being of their students, but also because of the grave legal consequences which may stem directly or indirectly from an accident.

Dr. Kigin is Assistant Professor of Industrial Education at Arizona State University.

Legal side of safety

The problems of teacher liability and school shop safety are closely related. Indeed, in actual practice, they supplement each other. The primary purpose of safety instruction is to prevent accidental injury to students. The legal aspect does not become active until—and unless—an accident happens. The consequences which inevitably follow an accident are the important considerations from a legal standpoint. From this it can be interpreted that a secondary purpose of safety instruction is to prevent or reduce the possibility of legal involvement.

The amount of damages being assessed by modern juries is of great concern to school people. Dramatics by attorneys, clever courtroom tactics, and general inflation have combined to stimulate already generous juries into even more liberal liability judgments. Data recently computed indicates that the average court award for personal injury is up 38 per cent from 1952.

Just last year, a sixth-grade student in an Illinois public school was hit in the face by a baseball bat and awarded $44,750. The little girl suffered a fractured skull with permanent paral-

ysis when the bat flew from the teacher's hand while he was demonstrating batting techniques.

In 1958, suit was brought against a California school district by a student who had suffered a football injury and is now a paraplegic. A $325,000 judgment was obtained against the school district. The amount was later reduced to $118,196 in order to keep the school in operation.

The cost of accidents cannot be budgeted, but their prevention can!

Students not responsible

In many shop classes, the students are permitted or required to operate potentially hazardous machinery. While a student assumes some risk in a school shop, he does not assume the risks of defective equipment, incompetent instruction, or inadequate directions to accomplish some task beyond his capabilities.

It is important to realize that under the law, minor children are held only to that degree of care which would be determined as standard for average children their own age, and not to the same degree that is expected of adults. This implies that since students are minors, they enjoy a certain immunity from the law in regard to their own negligence.

School districts in many states are also immune. They operate under the protection of governmental or common law immunity. In effect, this means that the school district, as a governmental sub-division, cannot be sued for negligence.

However, a number of state courts are beginning to doubt that the school district's common law immunity is legally feasible. California, for instance, has abrogated the immunity principle, and by state statute, the school district must accept liability for nearly all school related accidents.

It is probable that in a state such as California, where the law allows the school district to be sued, injured students and their parents would be less likely to bring suit against a teacher.

Teacher is always liable

However, this does *not* in any way relieve the teacher of his responsibility. Nowhere in the California statute does it state, or even imply, that the individual teacher is granted immunity. Such a law does not free the teacher from a suit resulting from his own negligence.

The legislatures of a few states have passed laws requiring or permitting school boards to reimburse employees who are held liable for injuries. These "save harmless" laws provide that the school district "save" its employees from financial "harm" after any loss incurred during the course of assigned school duties.

By virtue of his position, and by reason of

his assigned duties, the public school teacher assumes some degree of responsibility for the welfare and safety of the students in his charge. A teacher of adolescents is presumed to know the vagaries of the teen-age mind, is expected to anticipate his students' actions, and to keep them from unexpected difficulties by direct supervision.

It is evident that circumstances place the shop teacher in a vulnerable position. The activities that students engage in as a scheduled part of shop work add greatly to his responsibilities. He must, therefore, be better prepared to meet them. He has a moral and legal obligation to educate the students entrusted to him; he is responsible for making the learning process safe.

Common charge: negligence

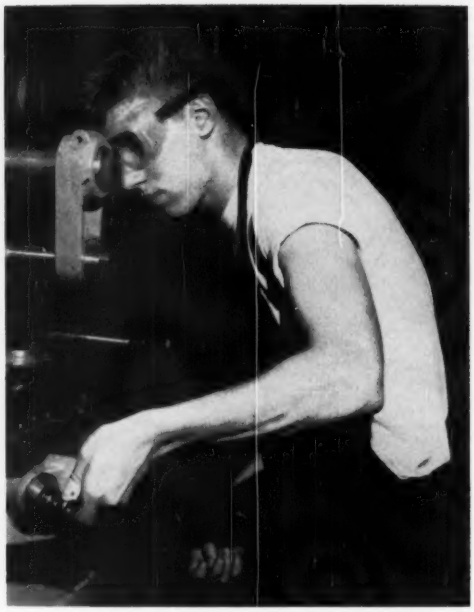
Negligence is the most common reason for holding a shop liable for student injuries. There are certain conditions under which a teacher is likely to be considered negligent if his student is injured. Paramount among these are: lack of proper safety instruction, lack of due care with reference to age and maturity of the pupils, and lack of insistence that proper safeguards be used. In some instances, although it may be found that the apparent cause of an accident was a student's carelessness, the basic responsibility still rests with the teacher.

The test of foreseeability is the first criterion used to determine whether or not there is negligence. The question then becomes: what should a reasonably prudent shop teacher foresee as unsafe conditions in the school shop, and what possible consequences might result from such unsafe conditions?

Tools may only be as safe as the operator that guides them. However, it is the responsibility of the teacher to see that tools and machines are used in a correct and safe manner. Should the teacher fail to act, he is negligent by reason of omission rather than commission, which can be interpreted as a lack of foreseeability.

Further, the teacher should be able to anticipate the consequences of an accident. This means then, that it is not only important for him to foresee a possibly dangerous situation, but also to be aware of the consequences of an accident, should the condition be allowed to exist.

When shop teachers are said to be expected to conduct themselves in a careful manner to avoid negligence, it does not imply that they are to have the students avoid all situations where it is possible to be injured. If this were true, the practical nature of shop work would be seriously hindered, or nearly impossible.



Teachers should make certain that students know about safety goggles, use them when necessary.

It is the duty of the teacher either to maintain the equipment in safe working condition, or to report unsafe circumstances to the proper authority. The law says that the teacher is responsible. He knows that unguarded belts or gears are accident hazards and should not allow students to operate equipment in bad condition.

Maintenance is teacher's job

If students are permited to use unguarded machinery, without question, the teacher is guilty of negligence if an accident occurs. Careful scrutiny of tools and equipment used by students should be a regular habit of the teacher.

In using any tool or machine where there is the possibility of eye injury, safety goggles or glasses must be worn. If the teacher wears them while demonstrating an operation, the students are more likely to recognize their importance.

The effectiveness of safety instruction depends, to a certain extent, on the interest of the

teacher in making it constant and alive. He must believe it himself before he can project it to his students.

Alertness can prevent major accidents. Minor accidents should suggest instructional needs to the teacher so he can prevent future serious injury of the same type. An effective safety program would include an efficient method of recording all accidents—*including* the minor ones.

Reports help prevent accidents

Accident reports are of great value in analyzing accidents in an attempt to reduce them, and can be of value from the legal point of view because trial may not be immediate. An accurate report of the accident, compiled right after it happened, is often the best defense in court.

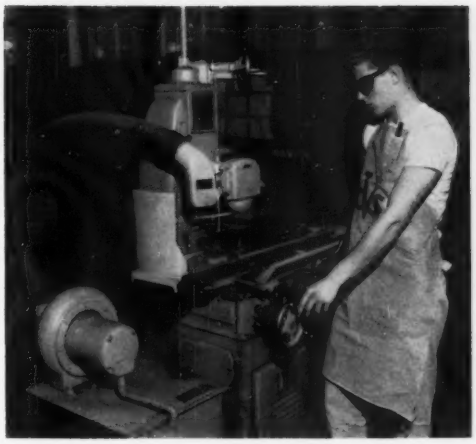
It is well to place limited faith in signed statements from parents, guardians, or from children themselves, that seem to relieve teachers or other school personnel from liability. Courts have ruled that a parent cannot legally waive the teacher's responsibility for his child. However, permission slips are a good means of advising the parents of the activities that are a normal part of the class.

If shop teachers are to be held liable for injuries to students, it may be expected that they will hesitate to make use of some of the educational tools and machines which require skilled manipulation. Unless school districts themselves are liable, there is the possibility of increasing pressure to bring suit against the teacher.

New law holds school liable

To this end, there has been some state legislation, such as the California statute abrogating school district immunity from negligence suits, and the "save harmless" laws. However, perhaps the most significant development is a recent decision of the Illinois Supreme Court which overthrows the whole doctrine of school district immunity. In Illinois, school districts are now to be held liable for the negligence of their employees. As a direct result of this decision, the Illinois General Assembly passed legislation limiting recovery on each case for damages brought against school districts or nonprofit schools to $10,000.

This case has caused a great deal of interest among school people, and may well motivate other states to take similar action. Conversely, it may also stimulate some states to substantiate the common-law theory of immunity by actual legislation to this effect.



Safety is the teacher's responsibility. Machines should be in good repair, have proper safeguards.

The law is not static and there is reason to believe that there may be a shift in the thinking of courts on the whole questions of school district immunity.

Nevertheless, the final judgment of who is negligent, and under what specific conditions, is difficult to determine. Negligence is usually decided by a group of laymen who compose a civil jury, not by professional educators.

Since laymen determine the liability in court cases, the actions of the shop teacher must clearly bear the sign of plain common sense.

In the past, salaries of teachers have not been of a nature to encourage law suits against them —it was felt useless to render a judgment against an insolvent debtor. However, the trend to increased salaries, and the resultant property holdings, could be a factor in more school accidents resulting in litigation against the teacher.

The best protection a shop teacher has from liability lies in the use of extreme care in all cases where it is possible for an injury to occur. When safety instruction is at the optimum level, both pupils and teachers are protected, and there is little need for other types of insurance. Prevention of accidents is far more desirable than legal compensation or rehabilitation●

What They Believe

by Joseph G. Dzenowagis

"It is not necessary for children my age to use seat belts in cars."

THE stage is set for an injury, a serious accident, or death whenever a child acquires a false belief concerning safe behavior.

And when circumstances trigger the child into actions which are based on this false belief or safety misconception, the responsibility for the end result may well be shared by those responsible for his education. Although educators have little control over certain circumstances, in educating for safety, it is within the scope of our ability and our responsibility to identify children's dangerous safety beliefs and to help them develop proper attitudes and patterns concerning safe behavior.

It is greatly to the discredit of educators that accidents represent the greatest threat to health and welfare, that they are the leading cause of death among school age children.

In view of these facts, how can we justify a system of education which isolates the field of safety from other subjects. Why don't we employ the customary techniques of systematic detection and correction of learning errors? Surely, an erroneous idea pertaining to safety can result in far more damaging consequences than, say, not knowing when "i" comes before "e"!

A re-appraisal of our responsibilities in educating children for safe living is clearly in order, starting with a thorough exploration of all avenues leading to the prevention of accidents.

One of these avenues is the detection of erroneous ideas. There is an urgent need for identifying children's dangerous safety beliefs because they may be injurious or fatal if used as the basis for action. A desirable beginning would be:

to realize that many children may harbor dangerous misconceptions about safety

to recognize the possible harmful effects of these misconceptions in relation to their attitudes and behavior

to develop an inventory on each topical area of safety to systematically check on whether children can identify certain dangerous safety beliefs

Children start to acquire false beliefs at a very early age. Therefore, inventories of safety misconceptions should be used as early as possible in a child's school life.

The inventories should be geared to the child's

Dr. Dzenowagis is Coordinator of Health Education at Michigan State University, Lansing.

"It is safe to go in swimming alone if you know how to swim."

"A person always comes to the surface three times before he drowns."

level of understanding, and should take into account desirable principles of test construction. To be satisfactory, they should be valid, reliable, easy and quick to administer, provide for the expression of different degrees of credulity, and allow the child to indicate whether he does not *know* or does not *understand* the misconception.

The author recently constructed one such instrument for use among sixth-grade children to determine the prevalence of 50 dangerous safety misconceptions. The results of this inventory, which was administered to 2,930 children in a large industrial community, revealed that many dangerous beliefs were held despite the fact that all of the schools involved were on the National School Safety Honor Roll.

Some of the safety beliefs considered dangerous by a jury of experts—the ones that can, and often do, result in death or serious injury —and their degree of prevalence among the sixth-grade children tested are listed in the table on page 16. The information presented in this table should help to serve as a partial guide in the selection and organization of subject matter in safety education.

Teachers should aim at correcting weak spots. For example, in teaching swimming safety or vacation safety, particular emphasis would be placed upon the correction of dangerous misconceptions pertaining to swimming and boating. In teaching pedestrian safety, it would be imperative that the teacher exert all her energies to correct dangerous beliefs of what constitutes safe pedestrian conduct. These are important, for it is evident that behavior based upon certain erroneous beliefs in these topical areas may result in injury or death.

It is disturbing to learn, from the few studies that have been done on the prevalence of safety misconceptions, how many children hold harmful ideas. Such misconceptions may account in some way for the fact that while we have progressed rapidly in cutting down the death toll in children from diseases, we have not done nearly so well in reducing the accident rate.

Since misconceptions represent educational lacks or shortcomings, an inventory of them should be used to help determine points of emphasis for an effective safety education program. When we have devised instruments to determine dangerous safety beliefs in all areas of safety at all grade levels, we will have taken a great stride forward in accident prevention●

continued

WHAT THEY BELIEVE . . .

The author recently tested nearly 3,000 sixth-grade students on their safety beliefs. To any one statement, the student had his choice of five answers: True, Probably True, False, Don't Know, and Don't Understand.

What the test showed to be the most commonly held safety misconceptions are listed below. The number following each statement shows the *percentage* of students tested who believed them "True" or "Probably True."

Since the students could have answered "Don't Know" or "Don't Understand" to any of these statements, the fact that they checked positive answers seems to indicate that they were fairly certain that the statements were correct. They are, of course, all dangerously erroneous.

Statement of Misconception	Percentage of Positive Responses
It is always possible for a person with cramps to swim	54
A person having a stomach ache should usually take a laxative	50
Bicycle riders should ride on the left-hand side of the road to be safe	46
The only good way to save a drowning person is to jump in the water to save him	44
People should walk on the right-hand side of the road if there are no sidewalks	44
Children who cannot swim well should depend on a tire innertube	42
It is impossible for a person to stay afloat in water very long with his clothes on	38
When a boat you are in overturns, it is best to leave the boat and swim to shore	38
A person always comes to the top of the water three times before he drowns	31
It is safe to cross the street without looking if the patrol member says to cross	30
Most accidents cannot be prevented	29
It is safe to go in swimming alone if you know how to swim	18
It is not necessary for children my age to use seat belts in cars	16
The electric current in most houses is not strong enough to cause death	15
It is a good idea to try to make an unconscious person drink something	15

Lights Make New York Play Areas Safe

VANDALISM in New York City's playgrounds has shown a drastic reduction since the city started its multi-million dollar floodlighting project.

A recent report states that vandalism in Staten Island play areas has been virtually wiped out, while in Brooklyn it is down 86 per cent; in Manhattan it is down 81 per cent; and in Queens and the Bronx it is down 50 per cent.

The playground lighting program was initiated following the murder of a teenager in an unlighted play area in New York's "Hell's Kitchen" in 1959. City officials decided to improve the exterior lighting of 392 playgrounds and to light the interior of those where exterior floodlighting was inadequate for police to keep them under surveillance.

The city undertook a program to light the exterior of all play areas within a year's time, at a cost of $1,187,200. The success of the program inspired officials to extend it. Next year, an additional one-million dollars will be spent to provide exterior lighting for school playgrounds and to install interior lighting systems only in marginal playgrounds and those having considerable depth.

"Some engineers, in evaluating the cost of safety, have tried to evaluate the price of a life saved," says Alexander Lurkis, of New York's Bureau of Water Supply, Gas, and Electricity. "We consider every life priceless, and the investment made in behalf of security is considered money well-spent"●

safety comes in CLUSTERS

by Herman F. Benthul

THESE were some of the questions . . .

How can safety education and practices be kept equal to change? How can all children learn to deal safely with new gadgets, medicines, explosives, and vehicles?

In the Dallas, Texas Independent School District, we found the answers to some of them "in clusters."

The "clusters" are 11 groups of students from various elementary schools banded together for safety work in what is locally called the Cluster Plan. Each cluster is composed of representatives from several schools working together to find new ideas and to solve problems in safety.

In effect, the Cluster Plan was born out of a population explosion. Before it was initiated four years ago, all Dallas elementary schools met together for monthly meetings of the city-wide Junior Safety Council. Of necessity, the meetings were conducted in large-group fashion. And although an auditorium was nearly filled each month with participants, it was obvious that they represented a mere handful of the potential number of students concerned with safety activities.

It was cramped. We needed more room for leadership, more opportunity for student participation, more localization of effort. Then too, the city itself had physically outgrown the one-group plan. Some schools were not sending participants because the meeting places were too far away.

That one group has now split into 11 separate cluster units that meet every other month from October through April. Individual schools hold safety meetings during the alternate months. The final meeting is the only big one now. It is a city-wide award-exhibit session, supported by the local Citizens Traffic Commission.

With the Cluster Plan, the number of students participating in organized safety activities has grown 500 per cent in four years!

Each cluster group is headed by a principal-chairman who is appointed by the superintendent of schools. The principal-chairmen work closely with the Dallas Coordinator of Elementary Education. The schools in the cluster send two official delegates from their school safety group to the cluster meeting. Although each cluster has a teacher-sponsor, the other officers, including the president, are all elected from the student delegates.

Clusters run on the fuel of local initiative. They are grass roots cultured, even if centrally fed. Each principal-chairman is close enough to his group to furnish personalized leadership. Each cluster is small enough for good interaction, yet large enough for impressive unity.

Clusters have given elementary school safety activity a shot in the arm. For instance, instead of one meeting of 300-400 people, there can be 11 times that number in local cluster sessions. (Delegates are allowed to bring as many others as they like.) And on alternate months, when each school holds its own safety meeting, the number of participants and viewers increases by the hundreds—since it is possible for each school to fill its own assembly hall.

Administrators can now easily pinpoint program weak spots. Reports from each cluster

Herman Benthul is Coordinator of Elementary Education for the Dallas Independent School District, Dallas, Texas.

SAFETY EDUCATION

(Second Edition)

by A. E. FLORIO and G. T. STAFFORD
both, University of Illinois

Available in January, 1962

This book has been written to provide teacher-training institutions with a text for prospective safety education teachers plus to provide ample material to enable all teachers to carry on the safety instruction required by law in many states.

SECOND EDITION CHANGES:

Driver Education chapter expanded and changed to Traffic Safety Education, making it broader and more inclusive to meet current and future needs

Fire Safety chapter now includes disaster and Civil Defense

Aquatic hazards now included in Physical Education chapter

Figures and tables updated and many illustrations changed

Suggested audio-visual aids list eliminated and replaced by a revised and expanded list of sources for audio-visual materials

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330 West 42nd Street
New York 36, N. Y.

session and from each school meeting reveal attendance and contribution by participants. More than that, the principal-chairman's reminders, school announcements, and the convenience of meeting places (usually, a nearby high school) make absences fewer, participation higher.

A few excerpts from the minutes of meetings will suggest the variety and creativeness of the programs:

"a short safety skit was presented"
"the program was titled The Fire Spooks"
"we discussed our theme, 'Safety to and from School"
"a group presented a safety patrol pantomime quiz"
"different hazards from cave men to the space age"

Bicycle rodeos, patrol demonstrations, and many similar kinds of practical experience programs have been featured. If these programs are of long standing, then clustering has enhanced them, generated increased participation, stimulated variety and quality in them.

An already interested community has commended and aided the effort. The fire department, the police department, the Citizens Traffic Commission, insurance groups, civic groups, and others have taken advantage of increased opportunities for service afforded by the clusters.

Other benefits are conspicuous: The exhibits-awards project, featuring exhibits and skits that compete for prizes, has grown beyond the walls of the exhibit place. Safety education is increasingly part and parcel of the total curriculum. Pride, courtesy, and understanding underwrite the *esprit de corps* which cluster participation develops.

The essential emphasis in it all, of course, is improvement of safety conditions and practices in and through the schools. The underlying philosophy is evident in a statement that is made to pupils with reference to the awards-exhibits event: "You want your school to win, of course. But really you have won already when you plan your exhibit. You have won again on *seeing* and *hearing* at the exhibits. The *idea* is to *get* ideas and to *share* ideas. Safety in daily living is the overall goal."

If safety education was fine before the Cluster Plan was introduced, and if it still is not good enough (for is it ever?), it is nonetheless fair to say that clusters have made an important contribution●

1961 Congress in Pictures

Lowell Fisher (far right) NSC Vice-Chairman, awards plaques to 1961 section chairman. L to R—Leslie Silvernale, elementary; Bernard Loft, higher education; Ch tion; Dalibor Kralovec, superviso

In addition to regular sessions, section committees met to evaluate past work and discuss future plans. Here, driver committee Ed. goes to work.

At luncheons and breakfasts throughout the week, school and college delegates gathered to exchange opinions, discuss problems, swap ideas and relax.

Harold K. Jack, ence Chairman,

Lemmel, driver educa-
Harold Jack, Chairman.

Norman Borgerson (left) presents first Borgerson award to Ralph Jones.

ool and College Confer-
ens this year's Congress.

Marland K. Strasser, 1961 program chairman, was presiding officer.

Anthony Marinaccio gave closing talk on safety and communication.

A. F. Schaplowsky made eye-opening speech at early morning session.

S. M. Brownell delivered the annual Gordon Graham Memorial Lecture.

Christmas Tree Safety Tips

FOR many people, "it wouldn't be Christmas without a tree." And lots of schools celebrate the Yuletide season with gaily festooned Christmas trees in assembly halls and lobbies.

But dry wood, combustible decorations, or defective wiring, can turn a bright tree into an uncontrollable flaming torch in an instant.

The surest way to avoid tragedy is to rule it out beforehand. Here are some guides for safety.

- Buy a fresh tree. You can tell if it's fresh by making these simple tests: Bounce the butt of the tree hard on the ground; needles should not shower down. Pull the needles at the end of a branch; they should offer some resistance. Finally, rub your finger across the stump; if it's sticky with resin, you know the tree is fresh.
- The bigger the tree, the greater the hazard, so do not get one any larger than you need.
- Just before setting up the tree, saw off the trunk at an angle at least one inch above the original cut.
- Support the tree well.
- Keep the tree away from sources of heat, and set it up so that, standing or fallen, it cannot block an exit in an emergency.
- Do not use wax candles on the tree, or even nearby when there is any chance for an open flame to contact the tree or its decorations.
- Use only electric lighting sets that carry the UL (Underwriters' Laboratories, Inc.) label. They have passed severe safety tests, and are not likely to shatter or crack.
- Check lighting sets yearly for frayed wires, loose connections, and broken sockets before using. The fuse of the electric circuit serving the tree should not be over 15 amperes.
- For decorations, use non-combustible materials whenever possible. If paper decorations are used, make certain that they are "flameproofed" first●

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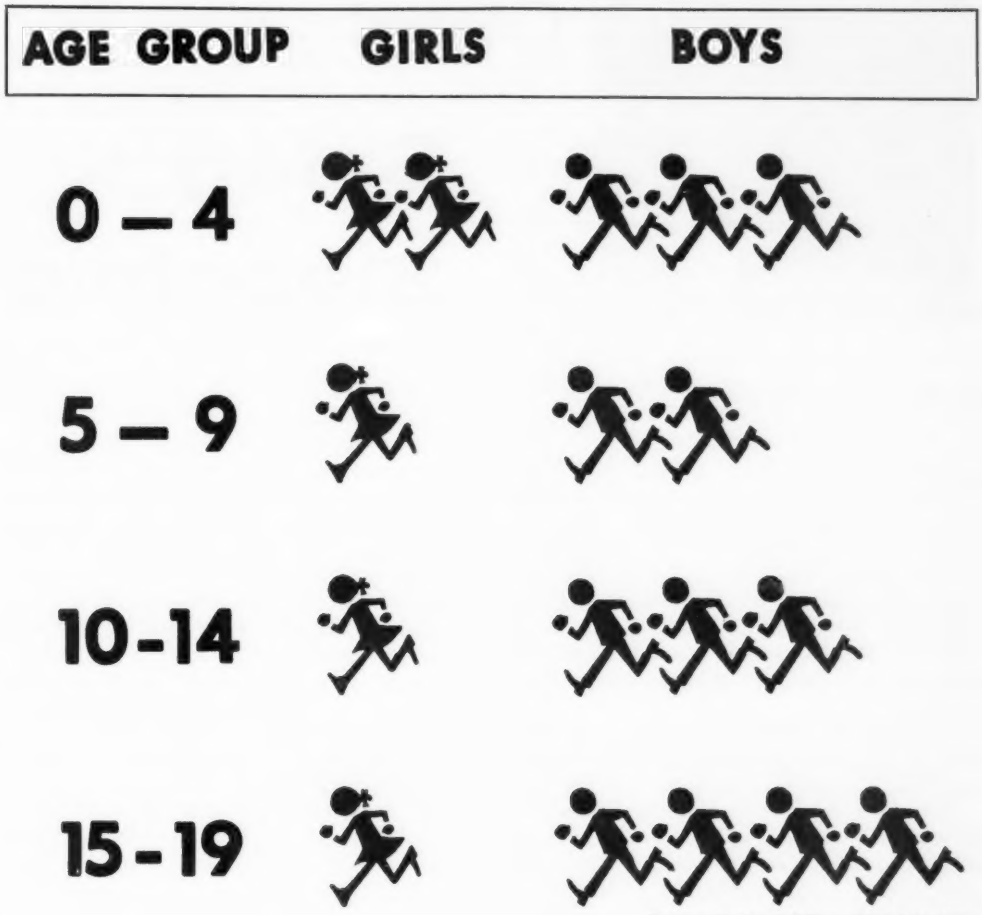
Insurance Institute Gives Driver Education Awards

THE Insurance Institute for Highway Safety recently presented six states with achievement awards for their 1960-61 high school driver education programs, and one state with an Excellence Award, the first such award in the history of the program.

The board of judges for the 14th Annual National High School Driver Education Award Program cited Michigan for the Excellence Award. The state set a national record by having more than 90 per cent of its schools offer a qualifying driver education course (30 class hours, six behind-the-wheel) to more than 90 per cent of its potential driver ed students for three consecutive years.

Receiving Achievement Awards were Delaware, Florida, Kansas, Maine, North Carolina, and Utah. These states had at least 60 per cent of their public high schools providing qualifying courses to at least 60 per cent of the annual number of eligible students●

Sex Differences in Accidental Deaths



Source: National Office of Vital Statistics

Asked for some educated guesses on reasons why more boys than girls are killed by accidents, a safety workshop group at Central State College, Edmond, Okla., came up with the following:

- Society demands more emotional control from boys. Repressed emotions may lead to accidents.
- By custom, girls live more sheltered lives than boys.
- Boys' activities involve more bodily contact. Bodily contact is potentially injurious.
- Society demands that boys be "little gentlemen" in their relation with girls. Thus, the boys may actually protect the girls.
- The "he-man" image may prevent boys from taking care of a minor injury which, through neglect, may become a major one. This image may also push boys into accepting foolish dares.
- The commuter pattern of living may rob the boy of his father's guidance and instruction in performing masculine activities safely.

THE COLLEGE CAMPUS

Safety's Stepchild

by Daniel P. Webster

CAMPUS safety, it seems, stands way down at the bottom of most college budgets among the items commonly categorized as academic "frills" and "luxuries." According to a recently published survey made by the Campus Safety Association of the Higher Education section of the National Safety Council, only about 150 of this country's nearly 2,000 colleges and universities reported having organized campus safety programs.

Although the number seems disappointingly low, actually, it represents a sizeable increase over the past decade. In 1949, just 12 years ago, the Campus Safety Association began its work with only seven member colleges. Since then, the organization has grown to 375 members.

The campus safety movement is itself relatively new to the academic scene. The first campus safety program with full-time leadership was instituted at Pennsylvania State University (then Penn State College) in 1936.

However, even before that, colleges were making some efforts to create campuses that would be safe for work, study, living, and recreation. As early as 1915, the University of Illinois had a student group called the "Life and Limb Club," devoted to the prevention of accidents in college shops.

Dan Webster is staff representative, Higher Education Section, School and College dept., National Safety Council.

At first, the college safety programs were closely patterned after industrial safety efforts. They were mainly concerned with the safety of employees, and approached accident prevention through environmental controls. As time went on, these first programs broadened to include safety for the student body and in the school's activities.

But the parallel between campus and industrial safety can be carried no further than college safety's early days. Today, business concerns of the size of a college with an enrollment of 1,000 generally have well defined safety programs. Since colleges have all the accident exposures normally encountered in industry—and many more, in view of recreation and athletics, housing and food services, and research activities—it would seem that the development of safe practices would be a paramount concern. However, such is not the case, as the recent survey's figures prove.

Moreover, although colleges are virtually small communities in themselves, with all the attendant exposures to accidents found in most small cities, it usually requires some serious mishap to get a large-scale program initiated. Sometimes, a liability suit, or a large insurance claim is the catalyst for a campus safety plan.

In general, the college safety movement has been slow in getting off the ground. Records show, for example, that the first verified motor

vehicle traffic fatality in the United States, occurred in New York City in 1899. Yet it was not until 1923, just short of a quarter-century later, that driver education with behind-the-wheel instruction was first offered as a high school subject. And it was not until another 13 years had passed that any college accepted the fact that the automobile, and its accompanying fatalities and casualties, was here to stay. In 1936, higher education institutions began to contribute to the training of driver education teachers. In the meantime, more than one-half million Americans had lost their lives in traffic accidents.

Now, of course, education for safety is part of the curriculum at many colleges. And most colleges pay lip service, at least, to campus safety. Although many do not have ongoing campus safety programs, almost all higher education institutions make partial provision for the safety of their students, faculty, and employees.

The idea that "campus safety is a form of education in itself" has recently been put forth. Do students acquire safety knowledge, attitudes, and skills from their observations of the campus, and from the examples of safe practices set by staff and faculty members? The research laboratories of industry think they do. And today, the educational values of effective campus safety programs are being given increasing emphasis.

Before the Campus Safety Association made its survey, only spotty information was available on the structure of campus safety in colleges and universities. The survey was made with a simple questionnaire designed to find out just who is responsible for safety on most campuses. It asked for information not so much on how the campus safety person worked, but on where he fit into his college's general administrative scheme.

After an examination of the survey's results, a general pattern begins to emerge. The 190 questionnaires returned represent about one-quarter of the entire American college and university student body, a fair sampling.

At more than three-quarters of the reporting schools, campus safety is the responsibility of a particular individual. Most often, this "safety person" reports to his college's dean, or head of administration, or the school's business manager.

Usually, the person assigned to campus safety spends less than 10 per cent of his time attending to his safety duties. Only 17 of the schools responding have administrators who work at campus safety as a full-time job.

Activities assigned to safety people were quite similar at all schools. Most frequently mentioned were inspections, fire prevention and protection, accident reporting, maintenance of buildings and grounds, and of course, organization and administration of the safety program.

Time spent not working in safety is generally used on somewhat safety related tasks. Most

Photos: Purdue University

Campus safety is no stepchild at Purdue University where safety superintendent Clayton W. DeMent maintains a full-time program. Here, police officer Kenneth Guy makes an entry in the daily log with Lt. Jim Sell looking on. At right is campus police radio equipment.

often, safety duties are augmented by activities in security and protection, maintenance, and instruction—including safety and driver education.

Over half the schools reporting have safety committees, mostly at the larger institutions. Some schools commented that committees could be useful, but, as presently organized, were ineffective.

Although the majority of colleges presently without full-time safety personnel stated that they did not have any immediate plans for such assignment, many schools said that they were planning to employ full-time safety specialists in the future.

Of course, campus safety for a big state university and for a small liberal arts college cannot be expected to be more than roughly parallel. Many of the larger institutions have a special department of safety, while the smaller schools tend to make it a part of the buildings and grounds, or physical plant departments.

While all size schools indicated that their primary safety activity is inspection and fire prevention and protection, the larger schools (over 10,000 enrollment) consider employee safety another prime objective; the smaller schools (less than 1,000 enrollment) concentrate more heavily on safety in campus housing.

On the whole, the survey indicates quite clearly that there ought to be some changes made. For instance, it is not reasonable to expect that basic functions—such as inspections, fire prevention and protection, accident analysis, maintenance of facilities, and the many other duties common to the safety coordinator—can be performed adequately by a person who is devoting only 10 per cent of his time to them.

And the greatest need for activation of organized programs is in the smaller colleges and universities. Surely, they have nearly as wide a variety of exposures to accidents as do large universities, but they do not have budgets big enough to permit them to employ safety specialists.

It would be unrealistic to maintain that *every* school should hire a full-time safety specialist when clearly, many schools cannot afford one. However, no school with an enrollment of 5,000 can afford to be without one, and smaller schools should make certain that their safety coordinator has time enough to perform his tasks adequately.

It is obvious that campus safety still has a long way to go. The survey shows that on most campuses, safety is still accorded the unenviable status of a poor relation. At many institutions, "safety" is a man with too much to do, in too little time. As lots of others, he is nobody—and campus safety as a college function is nonexistent.

While the picture is not bright, it is certainly not hopeless. Just 12 years ago, campus safety was, in effect, seven schools with an important idea. Today, that idea is going places. Tomorrow, it may have arrived●

Purdue's combination squad car-ambulance pulling out of garage. Vehicle is crammed with emergency equipment: stretcher, oxygen, resuscitation equipment, splints, etc.

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

"Rights and Liabilities of Examiners and Instructors in Road Test Accidents," by Robert L. Donigan and Edward C. Fisher. The Traffic Institute of Northwestern University. 1960. 12 pp. 35 cents.

This publication provides excellent information for driver education instructors regarding their liability.

Several cases are reviewed which explain their rights and liabilities in the event a vehicle driven by a pupil or license applicant becomes involved in an accident. The information is divided into three areas:

1. In case of suit by the pupil or applicant against third persons.
2. When the other party whose person or property is damaged brings suit against the applicant or pupil *and* the examiner or instructor.
3. When the suit is between the pupil and his instructor or the examiner and the applicant.

The summary contains six fundamental steps that an instructor should take to keep himself from being held liable. **L.K.S.**

Electricity, Principles of Safety," *11 min. black and white or color, motion picture, produced by Coronet Films, Chicago 1, Ill.*

A clear explanation of the use of the fuse or circuit breaker in protecting homes from fire.

A teacher using the film will want to "accentuate the positive" as the film tends to show what is wrong rather than what is right. A third wire, for example, shows clearly on an electric drill, but its use is never explained; children are shown flying kites in an undesirable area, but are given no guidance in the selection of a good place to fly kites.

A teacher's guide is also available. **V. W.**

When You Take to the Wheel, by Stasser, Eales, Zaun, and Mushlitz. River Forest, Ill.: Laidlaw Brothers. 1961. 335 pp. $3.40.

This textbook is designed for use by students in high school driver education courses. It contains accurate up-to-date information which is well organized and effectively written in an understandable manner. Tables, diagrams and charts, as well as a table of contents and an effective glossary-index, are also included.

When You Take The Wheel is divided into five units containing a total of 18 chapters. The unit titles are: The Privilege to Drive, The Car You Drive, The Laws We Drive By, The Science of Driving, and Growing With The Motor Age.

The qualifications of the authors are outstanding.

L.K.S.

"Fireman At Your Door," *20-min. color motion picture, distributed by Aetna Casualty and Surety Co., Hartford, Conn. Free.*

Over 850 times a day, every day of the year, firemen answer an alarm in someone's home. Last year more than a half-million homes were seriously damaged or destroyed by fire, and over 6,000 persons lost their lives.

One of the most effective programs to reduce potential fire hazards in and around the home is voluntary home inspections by local firemen. "Fireman At Your Door" was produced in an effort to promote home inspection programs.

Filmed principally in Rockford, Ill., where fire losses were cut more than 50 per cent after the home inspection program was begun, the movie follows Rockford firemen on a series of hazard hunting tours. A motion picture quiz lets the viewers compete with firemen in spotting home fire hazards. Shown the same things the inspecting fireman sees, the audience gets a chance to compare its fire prevention recommendations in over 20 typical home situations.

Since many communities have found this program extremely effective in reducing potential fire hazards, this film should serve as an excellent means for developing and promoting programs. **M. P.**

Norman E. Borgerson $50 Award for safety education supervisors

The supervisor who writes the best article on a phase of safety education supervision will be awarded a $50 bond out of the Norman E. Borgerson Fund. The winning story will appear in the May, 1961 issue of *Safety Education*.

Competition is open to anyone who has responsibility for safety in his school or school district. Articles may discuss any aspect of the subject.

Judges' selection will be made on the basis of content, form, and contribution to the field. Manuscripts should not exceed 1,000 words and may be submitted any time before December 31, 1961 to: Editor, Safety Education, 425 N. Michigan Ave., Chicago, Ill.

"SAFETY Teacher"—there's no such animal. There are lots of other kinds of teachers; there are kindergarten teachers, fifth-grade teachers, physical education teachers, art teachers—but there are no "safety teachers."

And that's just as it should be, because what would a safety teacher teach anyway that couldn't be better learned taught by an art teacher's class making road signs, for instance, or by a third-grade penmanship class composing safety poems.

So even though there are no safety teachers, every teacher teaches safety sometimes.

This poses a problem because although most teachers have studied psychology, the teaching of reading, and elementary science, few have ever *studied* safety.

Obviously, one cannot teach something he knows little about. And before he can integrate safety education into his regular classwork, the teacher must generally do some digging himself. There are several very good safety textbooks around. Perhaps more important, there are also a great many helpful safety teaching aids readily available to the elementary school teacher and principal.

Published by organizations (see box) interested in school safety, many of these materials can be had for nothing, or next-to-it. All of the groups are willing to send catalogs or, more frequently, samples on request. Brief mention of some of the groups and the sort of teaching aids they can supply, appears below:

National Safety Council. The only organization concerned exclusively with all phases of safety, the NSC and its School and College department stand ready to assist you.

Monthly safety lessons, designed so that they can be used only with the teacher's supervision, are prepared for both lower and upper elementary levels. Accompanied by bright visual aids illustrating the main theme of each lesson, they are excellent safety building blocks.

In addition, the NSC publishes a series of safety education Data Sheets, 93 of them to date, which cover everything from winter walking, to safety in the gymnasium, to preparing for a safe school play.

Information about accidents to school chil-

Partially based on a presentation made at the 1961 National Safety Congress, by representatives of the Louisville and Jefferson County, Ky. public schools.

Meet some of your safety teaching aids
and the organizations that supply them.

Where to Get HELP

dren—about every kind of accident, in fact—is published yearly in an NSC booklet called *Accident Facts*.

Seventeen years old last October, the "National School Safety Honor Roll" is a time-tested project. The requirements for admission to the Honor Roll are nominal for the first year, becoming more exacting in years following. However, they are always elastic enough to allow each school, and each teacher, to fashion a "personal" Honor Roll project.

More than just helpful materials, the NSC also offers helpful *people*. A staff of professional educators in the School and College department is prepared to answer questions, help solve problems, and generally, offer aid and comfort. Vivian Weedon, Ph.D., the elementary curriculum consultant, is an expert with more than 20 years of safety education experience. She *knows* safety, and she understands schools and students.

If you're located in one of 306 cities where there are local safety councils affiliated with the NSC, you have another excellent source close at hand.

American National Red Cross. A prime source for first aid materials, the Red Cross also conducts a very active learn-to-swim program. A great deal of information of "Teaching Johnny to Swim" and on water safety is available. Red Cross local chapters teach life-saving qualifying courses.

Bicycle Institute of America. Predictably enough, this group offers materials that are mainly concerned with bike safety. They have published sample programs, both for the school and the community, and a whole series of leaflets on hand signals, regulations, safety aids, and bike inspections. Information on organizing a bicycle safety club, complete with membership card, is also available.

American Automobile Association. School patrols are a pet project of the AAA. Handbooks and record books for school patrol members, badges, Sam Browne belts, membership cards, and a special Patrol Teacher's guide are offered. The AAA has also prepared some information on school bus patrols. The safety director of your local AAA motor club can give on-the-spot assistance.

American Medical Association. "Health Education for Schools and Colleges," a monthly digest of health and safety information, is published by the AMA, as are many pamphlets on areas of safety related to health. Some excellent material on first aid, health, and safety has been prepared.

American Dental Association. The ADA has recently released an important report on athletic mouth protectors (*SE*, Oct., 1961) that tells how to avoid accidental injuries to the teeth and mouth. Dental injuries have always been of major concern to college and high school coaches, but as little league football begins to take hold, the report may be valuable at the elementary level.

National Commission on Safety Education of the NEA. The NEA School Checklist is fast becoming a classic in this area. Special safety guides, prepared for the primary and intermediate school levels, are a boon to the busy teacher. Their "School Plan for Safe Living" and the important booklet, "Who is Liable for School Injuries?" are also helpful.

American Association of Health, Physical Education, and Recreation. The AAHPER offers a lot of important safety advice for school physical education classes. Some recommendations for safe play facilities are also provided. Hot off the presses, their new booklet "Teaching Safety in the Elementary Schools," is the

Where To Write

The following list contains the names and addresses of all the organizations mentioned in this article. However, teaching aids are also available from many other groups. Your local police department, fire department, and community service organizations, are other excellent sources.

American Academy of Pediatrics
1801 Hinman Ave.
Evanston, Ill.

American Association of Health, Physical Education and Recreation
1201—16th St., N. W.
Washington 6, D. C.

American Automobile Association
1712 G St., N. W.
Washington 6, D. C.

American Dental Association
Bureau of Dental Health Education
222 E. Superior St.
Chicago 11, Ill.

American Medical Association
Department of Health Education
535 N. Dearborn St.
Chicago 10, Ill.

American National Red Cross
17th and D Sts., N. W.
Washington 6, D. C.

Bicycle Institute of America
122 E. 42nd St.
New York 17, N. Y.

National Board of Fire Underwriters
Public Relations Department
85 John St.
New York 38, N. Y.

National Commission on Safety Education of the NEA
1201—16th St., N. W.
Washington 6, D. C.

National Congress of Parents and Teachers
700 N. Rush St.
Chicago 11, Ill.

National Fire Protection Association
60 Batterymarch St.
Boston 10, Mass.

National Safety Council
School and College Department
425 N. Michigan Ave.
Chicago 11, Ill.

latest addition to the NEA-AAHPER sponsored "classroom teachers series."

American Academy of Pediatrics. The Academy has prepared a series of leaflets on child safety that are directed to parents. Their recent pamphlet "Obedience Means Safety for Your Child" is an interesting examination of what a parent can do to make his child safe.

National Congress of Parents and Teachers. The PTA is also eager to help with parent-oriented safety programs, and has prepared a "Signals for Safety" booklet that outlines sample PTA programs.

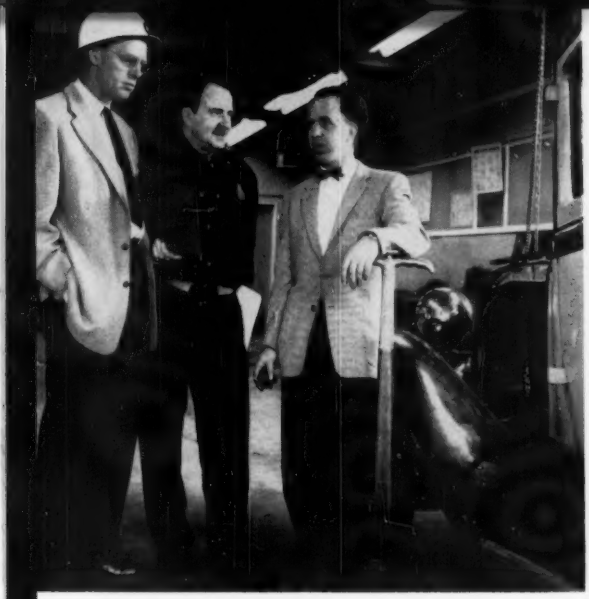
The National Fire Protection Association. The nation's clearing house for fire safety information, the NFPA has pamphlets on everything from school fire tests to sprinkler systems, from treatment of burns to fire extinguishers. For elementary students, there is also a special packet of safety education materials centering around "Sparky, the fire dog."

National Board of Fire Underwriters. The NBFU can also provide excellent school fire safety information. They have publications on the "fire safe school," fire drills, and an inspection blank for school fire safety.

Newsletters and Magazines. Periodicals of some sort are published by most of the groups. Often, newsletters are sent free of charge. In order to receive them, you need only write and ask to be put on the mailing list. Magazines, of course, have regular subscription fees; usually there are lower rates for quantity orders.

Films. There are a multitude of good films on safety that have been made especially for the elementary school. Almost every group on this list has several, at least. Some films must be purchased, others can be rented for a small fee, and many are sent on a free-loan basis, costing only the postage necessary to mail them back to the organization which furnished them.

In fact, for any of these aids, a stamp and a simple letter of inquiry can provide the means for making safety teaching easier for you, and richer in information and experience for your students●



Safety Eye on Senior High

Photos: Cominco Magazine

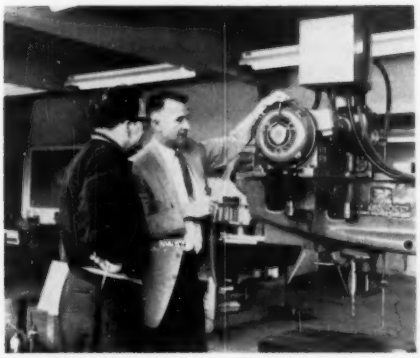
INDUSTRY'S bloodhounds, the safety inspectors who specialize in ferreting out potential accident hazards, recently lent their talents to a local high school. As part of "Safety Month" at "Cominco," Consolidated Mining and Smelting Co., Cominco Trail, British Columbia, the company's experts paid a visit to the shops and chemical labs at J. Lloyd Crowe Senior High School.

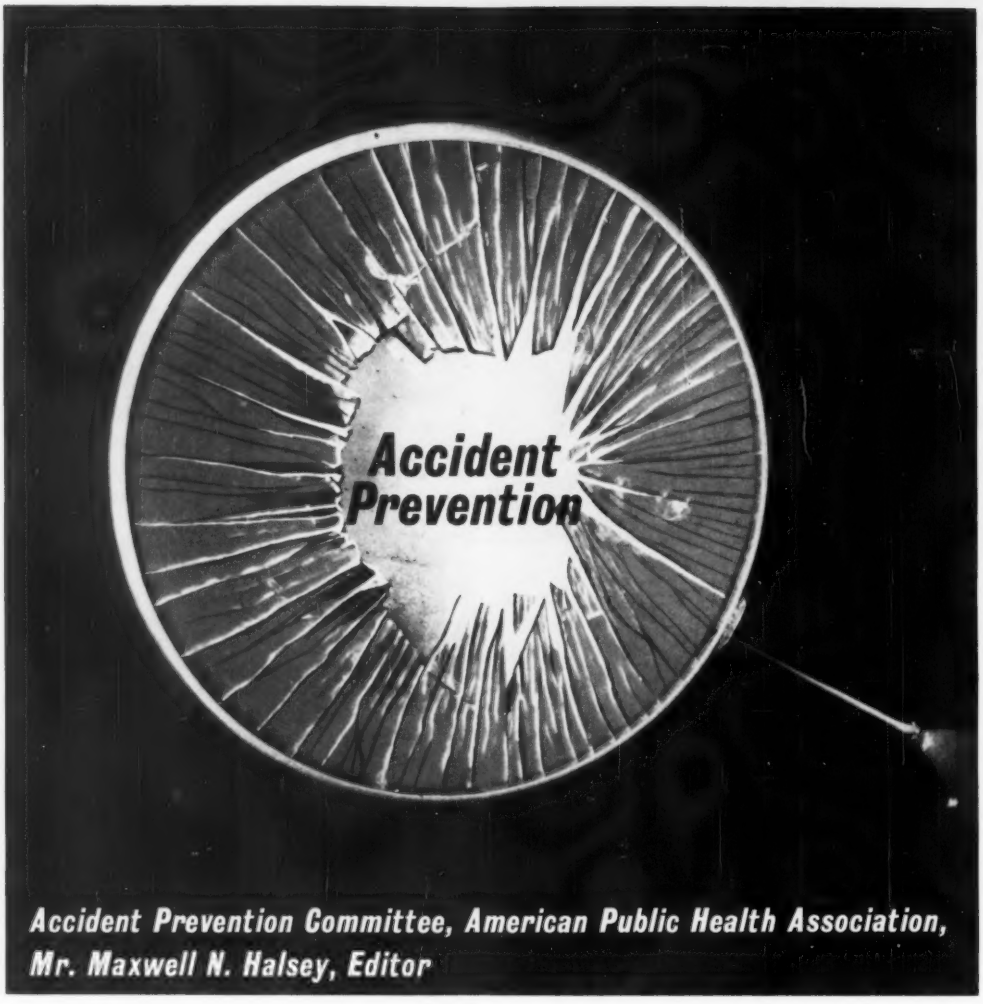
Woodworking, metalworking, electrical, mechanical, and chemical facilities of the well equipped school were subjected to the intense inspection usually reserved for Cominco's shops and labs. The school got a good report card; only a few minor changes were recommended by the industrial experts.

Above:
Cominco's metalworking expert looks with list in hand

Left:
Teacher and inspector check guard on school drill

Below:
Student's operating procedure checked for safety





Accident Prevention Committee, American Public Health Association, Mr. Maxwell N. Halsey, Editor

Accidents don't happen: they are caused . . . is the theme throughout this new book. ACCIDENT PREVENTION, the first work of its kind to bring together the concerted thinking of experts in various fields of accident causation, will serve as a valuable reference volume for physicians and public health workers. This book places before the reader the pertinent facts and data on safety and accident prevention that have been developed up-to-date.

This book stresses practical approaches to the accident prevention problem with the material presented against a backdrop of the basic principles involved. Some of the more important recent advances covered are: the role of alcohol in traffic accidents, the role of physiological and psychological factors, off-the-job safety, seat belts, methods of evaluating results, etc. Emphasis is also placed on such environment factors in accident causation as roads, equipment, and weather in traffic accidents; or structural detail, household appliances, and lighting in home accidents.

450 pp., 6⅜ x 9¼, illus., $12.00

THE BLAKISTON DIVISION
McGRAW-HILL BOOK COMPANY
330 West 42nd Street
New York 36, N. Y.

The Blakiston Division, McGraw-Hill Book Co.
330 West 42nd St., N.Y. 36, N.Y.

You may send me on 10-day approval:
APHA: ACCIDENT PREVENTION $12.00

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

SEN-11/61

December 1961

lower elementary

safety lesson

Time To Buy Gifts

It is time to go shopping.
It is time to buy gifts for Mother and Dad.
It is time to buy a gift for sister.
It is time to buy a gift for brother.
It is a very exciting time.
But watch out!
Don't get too excited.
You may have an accident.
That will surely spoil your fun.
What shall we watch for?

Words to Use

slippery
cars
lights

Watch out on the street.

Wait for the _____.
Watch for turning _____.
Watch for _____ places.

Words to Use

slip
curb
stops

Be careful in cars and buses.

Get into cars from the _____ side.
Wait till the bus _____ before you get up.
Be careful not to _____ getting into cars or buses.

Be careful in stores.

Don't crowd through _____.
Take your _____ on stairs.
Step _____ in the elevator.

Words to Use

back
turn
doors

Watch out at home.

Don't _____ around the house.
Don't leave _____ or _____ lying around.

Words to Use

boxes
rush
toys

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, Associate Professor of Education, Roosevelt University, Chicago, Ill.; past general chairman, Elementary School Section, National Safety Council.

Our Shopping List

Here is our list.
But some toys are not safe.
They may break easily.
They may have sharp edges.
What can we do?
Mother helped us.
She told us what was safe.
Here is what we bought.

1. plastic telephone.
2. rounded scissors.
3. beads with safe paint.
4. plastic dishes.

Make a list of other safe toys.

Caring For Our Toys

Mother is worried about our toys.
They are all around the floor.
Someone may trip and fall over them.
What should we do?

Here are some things to remember.
Pick up your toys.
Put them on the shelf.
Put them in the chest.
Then no one will fall over them.

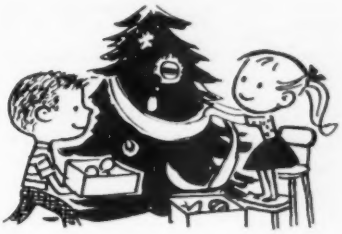
December 1961

upper elementary

safety lesson

The Gift of Safety

December is the month for giving gifts.
Everyone is making a list.
There are gifts for Mother and Dad.
There are gifts for sister and brother.
An important gift we can give is *safety*.
We can give safety to ourselves.
We can also give it to others.
How can this be done?



Safety Through Thinking

If we do not think we become *careless*.
Becoming *excited* keeps us from thinking.
Being *thoughtless* about others is not good thinking.
All of these may cause accidents.

Can you fill in the "Good Thinking" column?

Not Thinking	Good Thinking
Ex. Dashing up and down stairs	Walking slowly and holding rail
Climbing on chairs and boxes	
Hanging decorations just anywhere	
Stringing light cords all over	
Placing candles near combustible materials	
Leaving toys around the floor	
Pushing through crowds	

Give the gift of safety.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-2. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, Associate Professor of Education, Roosevelt University, Chicago, Ill.; past general chairman, Elementary School Section, National Safety Council.

Shopping For Others

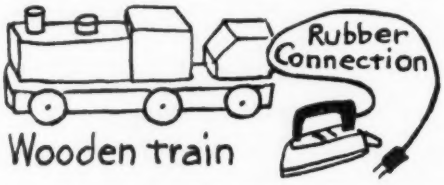
Is your shopping list finished?
What do you have for baby brother?
What about baby sister?
Do you know that some toys are not safe for young children?
Do you know that some materials are safer than others?

Many toys are painted.
Small children chew on them.
Paint with lead in it is poisonous.
How can we know they are safe?
Look at the label.
Ask the clerk.

Metal toys often have sharp edges.
They may cut or scratch a child.
Is there a better kind?
What is it?

Sharp pointed toys are dangerous.
Little brother wants a bow and arrow.
Little sister needs new scissors.
Can we find some safe ones for them?

Sister wants an electric iron.
Brother wants an electric train.
Will these be safe?
Can they plug them without getting a shock?
Will they remember to unplug them?



The holidays are over.
Everyone has new toys.
How shall we take care of them?

December 1961

junior high school

safety lesson

Home Safety

The "Rush" Season

This is the time of year when too many of us rush about frantically trying to catch up on last minute shopping, or trying to finish jobs we should have finished weeks ago. Even the boy in the visual aid supplement above is missing contact and heading for a fall because he is in too big a hurry.

During this holiday season, you can perform a real service to your fellow students and to your community by emphasizing the seriousness of home accidents. You can present this in a very entertaining and dramatic way. Divide the class into several groups—each group selecting a home accident area—and prepare skits for an auditorium program. These skits need not be long, but should be to the point. For example, one student might enter the stage with a Christmas tree and say:

"Gee, today is the fifteenth of December and our tree isn't up yet."

The student then proceeds to erect the tree on a very flimsy wooden stand. Finally it stands there wobbling, the student then says:

"I may as well decorate it and get that over with right now."

Student stands on chair but is not high enough, then gets a stool to put on the chair and starts to decorate the tree. Coat still worn by student catches on tree limb, topples tree, chair, and student to floor.

Older brother comes in and sees mess. He points out the following rules that would have prevented the accident:

1. Use a bucket of wet sand in which to place the Christmas tree. It will give it more support and will keep it greener longer.

2. Don't put up the tree too early—it will dry out too soon.

3. Wear proper clothing when decorating a tree.

4. Don't use makeshift ladders — use real ladders.

5. Don't work alone, have someone nearby to help you.

Each committee should prepare a skit that (A) would not last more than five minutes, (B) would demonstrate the incorrect and unsafe way of doing things (be extra careful you don't demonstrate a *real* accident), and (C) would end by informing the audience of the safety rules that should have been followed.

A Community-School Activity

Discuss plans for encouraging your local drug stores to sponsor a contest for the best window display promoting home safety. Plans should include getting permission from several store owners to use a part of their window display space for the exhibits. Also, you would need a judging committee — doctors, druggists, and local safety council members would be good for this. You should set a time limit for the contest. If possible, ask your local druggists if they could provide three or four small prizes for the winners. In addition, have your local newspaper give your contest publicity so that all will know about it.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-3. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by Vincent McGuire, professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

One idea for an interesting display would be to check with your local hospital emergency room and with family doctors to find out what foreign objects have been removed from children's ears, nose, throat, and stomach. The final list will probably amaze you. Then instead of merely putting the list in a display window, arrange a display of the actual *objects* together with a doll being worked over by a figure representing a doctor. A poster explaining the scene and the dangers of leaving objects small enough for a child to swallow or put in his nose or ears should also be part of the display.

Additional scenes in regard to other home dangers could be made and displayed throughout the city for the contest.

Check List for Home

The following list will help you think of some of the potential dangers in your house. Answer the questions as truthfully as possible. If you can't remember, leave the spaces blank.

Kitchen

1. Are knives stored properly in racks on walls or in drawers? Yes__ No__

2. Is the cooking area free from the main path of traffic—from doors that open suddenly? Yes__ No__

3. Is there a *ventilated* closet for oil and wax rags and mops? Yes__ No__

4. Are poisonous household disinfectants, detergents, etc. stored in high or locked cupboards where very young children can't reach them? Yes__ No__

5. Do you know where to throw the main switch if something should go wrong with an electrical appliance? Yes__ No__

Lights and Electricity

6. Are all your electric cords to lamps and appliances in good condition and not under rugs? Yes__ No__

7. Are all electrical outlets away from tubs, basins and other places with water? Yes__ No__

8. Are your fuses the correct size for your house (usually 15 or 20 amps)? Yes__ No__

9. Are your lights placed throughout your house to provide a path of light everywhere? Yes__ No__

10. Do you avoid plugging too many appliances in one socket? Yes__ No__

Stairways

11. Are landings safe and wide? Yes__ No__

12. Are handrails in good condition, extending from the head to the foot of the stairs? Yes__ No__

13. Are the treads slip-proof and are they clearly visible? Yes__ No__

14. Are stairs well lighted? Yes__ No__

15. Do stairs go up at a slant of between 30° and 36°? Yes— No__

If you answered "no" to any of the foregoing questions, you should plan with your parents to eliminate the hazards in your home.

Discuss in class other potential hazard areas in your home such as: floors, doors and windows, storage facilities, plumbing, fireplaces and furnaces, walkways and driveways, etc. List specific questions that should be answered.

Describe Your Efforts

For a future assignment, be prepared to describe to the class what steps you took to eliminate some of the hazards you found in your home. Limit your talk to three minutes and be very clear as to what you did and how it was done. Make your talk interesting and informative by making sure you have the following: Introduction (describe what prompted you to check for home safety, and what you found), Body (tell what you did to eliminate the troubles), Conclusion (tell why you feel your home is now a safer place).

Don't be a Yule-Fool

Excitement during this season is very natural. Some people's actions, however, are just plain foolish. For example, on Christmas morning when all the presents are being unwrapped, the highly flammable Christmas tissue wrappings are thrown either in the fireplace or in a huge heap. In either case, this action presents a fire hazard. A joyous occasion can change to a tragic scene in a moment. Keep safety in your mind as you prepare for and experience a . . .

MERRY CHRISTMAS!

December 1961

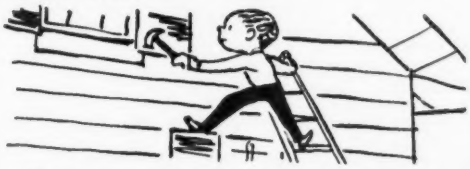
senior high school safety lesson

Home Safety

Home Spun Advice

In the visual aid supplement above, the boy is trying to follow the Christmas custom of kissing someone who is standing under the mistletoe. Most of us enjoy this custom. Unfortunately, the boy is also following another custom that is not enjoyable—that of being careless and having an accident. The Christmas season is a peak time for home accidents. In the excitement and rush of the holiday season, we often fail to think carefully before we act. In order to cut down on the home accident rate this year, let's examine the various home hazards and see if we know all we should about home safety.

Ladder Lore



Work around the home often requires the use of a ladder. Too often however, when putting up storm windows, taking down screens, cleaning drain gutters, painting, and the like, foolish chances are taken and the result is—another home accident. See if you know the *basic* rules concerning the safe use of ladders by answering the following:

Directions: (A) Underline the correct word or words. (B) Give the reason for your choice.

1. Wooden ladders (should) (should not) be painted because_____

2. If you wish to go to the roof, the top of the ladder you use should extend at least (one-half foot) (one foot) (two feet) beyond the roof because_____

3. In order to determine how far from the supporting wall the bottom of your ladder should be placed, figure (¼ of the height) (⅛ of the height) (⅓ of the height) because_____

4. If you must reach out from a ladder, the most you should reach is (half an arm's length) (one arm's length) (not at all) because_____

5. If you must use both hands on the job while on a ladder, (press as flat as possible against the ladder) (hook one leg over a rung) (bend your knees against the rungs) because_____

Shocking Information

Some of you may have learned about electricity through your homemaking class, science class, or industrial arts class. Often however, the knowledge "learned" in school is not applied at home. See if you can make this application by answering the following questions about the use of portable electric equipment.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-4. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by Vincent McGuire, professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Directions: Underline the correct words and/or complete the statement in the blanks provided.

1. In order to reduce electric shock hazard, a separate (low) (high) resistance ground wire should be provided because _____

2. Two types of grounding systems are _____ and _____

3. In direct current circuits it is extremely important that the (positive) (negative) side be grounded to the water pipe in order to prevent deterioration of the pipe through _____

4. Electrical conductance of soils is (the same) (different) because _____

5. Grounding wires should be made of (lead) (copper) and the best location for ground conductors is _____

Anecdotes on Antidotes

Of the approximately 14,000 annual accidental deaths of children 1 to 14 years old, more than ten per cent of the deaths are caused by the accidental ingestion of poison. Such deaths are increasing each year. The records of one hospital showed a *tenfold* increase in such cases between 1931 and 1951. And remember, this does not take into consideration the non-fatal poisonings which are estimated to be 100 to 150 times the fatalities. The number of potentially toxic substances in the home that may be accidentally swallowed is huge and is increasing daily. In order to protect your home from this danger, take the following test and then discuss the answers in class.

1. Kerosene (will) (will not) harm a child if he swallows some because _____

2. When a type of poison is swallowed, vomiting (should) (should not) be caused except where the poison is _____, in which case vomiting is harmful because _____

3. If a child spills acid on his hand you should (wipe it off with a damp rag) (immerse the hand in a basin of water) (hold the hand under a faucet of running water because _____

4. Although DDT can be absorbed through the intact skin, the respiratory system, or the gastro-intestinal tract of these the greatest potential hazard is _____

5. Specific information on antidotes should be kept in (the bathroom and kitchen) (the bedroom and living room) because _____

Answers

Ladder Lore: (1) Should not, because paint hides defects in wood; (2) two feet, because it's easy and safe to step off from; (3) ¼ of the height, because it's the optimum distance for strength and safety; (4) one arm's length, because you should always keep your hips inside the rails of the ladder; (5) hook one leg over a rung, because it's the only way to secure a hold—but remember it's better *not* to have to let go with both hands.

Shocking Information: (1) low, because the flow of current will be removed if a defect occurs; (2) using water pipes or other metal in direct contact with the earth, and using electrodes in direct contact with earth; (3) negative, electrolysis; (4) different, because of moisture content, contact with grounding conductors, and chemical ingredients; (5) copper, a low place containing vegetation that will hold moisture.

Anecdotes on Antidotes: (1) will, because the fumes can cause fatal damage to the lungs; (2) should, lye, kerosene, or gasoline, because vomiting will cause further damage to the lung, throat and mouth areas; (3) hold the hand under a faucet of running water, because the acid must be washed off as soon as possible; (4) the gastro-intestinal tract through ingestion because small amounts may be on fruits and vegetables or on the tissues of domestic animals used as meat; (5) the bathroom and kitchen, because those are the locations where most poisonings occur.

The Serious Season

While Christmas is a happy season, in its truest sense it should also be a serious season—a time for quiet thinking and a time for re-evaluating our lives and our actions. This Christmas try to think carefully about how you can make your home a safer place, a place where your parents, your brothers and sisters, and you can enjoy a . . . MERRY CHRISTMAS!

Preview of SE for January

- A four-cent stamp may be the key to more safety education at the college level. Our author discusses the study-by-mail technique.

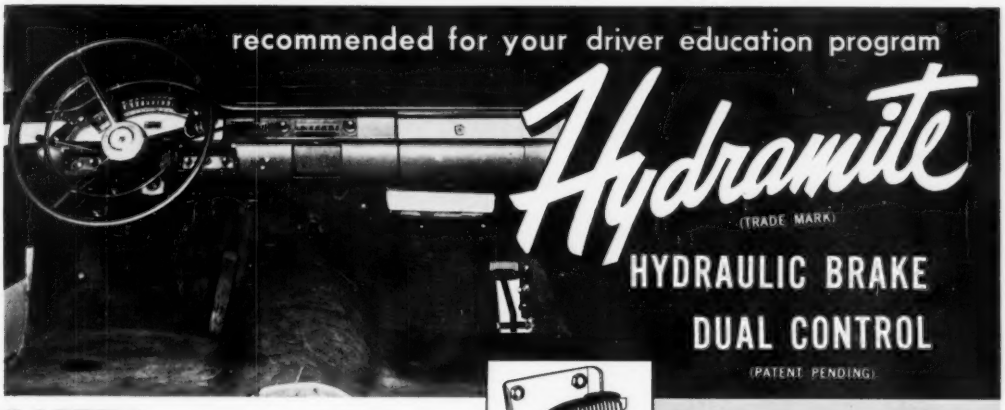
- Report on how a tragic accident made a whole town safety conscious, and resulted in an "action" safety program.

- Fifth in our series on "Safety Education for the Exceptional Child," next month's feature examines the problem of safety for crippled children.

- Revision of Safety Education Data Sheet No. 48, "Unauthorized Play Spaces," provides a new examination of the problem.

- Survival Car II—the latest model. On the outside, it's pure Detroit; but inside, there are some very important safety differences.

- Report on how the toy chest has become a tool for teaching safety in the primary grades.



SAFETY

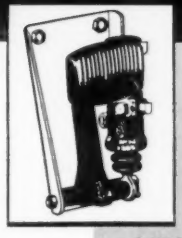
Allows instructor plenty of leg room—no fumbling for pedal. Each pedal operates independently. Positive hydraulic application. No bars or cables to confuse the student. No disturbing noise, rattles or squeaks.

SAVINGS

First cost is your last cost. Fits all cars, including those with power brakes, easily transferred to your next car.

SATISFACTION

Fully tested and approved. Completely accepted in high school and commercial training programs throughout the country.



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Eleven teaching units, each consisting of a mobile 12-place Drivotrainer classroom, three dual-control cars and four teachers will rotate among 43 high schools in the Los Angeles school district.

Twelve student drivers can be trained simultaneously in this mobile Drivotrainer classroom. As each student "drives" through a prescribed series of realistic films, a record of his driving performance is automatically printed for the teacher's analysis.

Fact-finding study convinces Board of Education . . .

Los Angeles adopts Ætna Drivotrainer System

Mobile Drivotrainer Classrooms cut cost per student 74%; increase enrollment 46%

Just a year ago the entire driver training program of the Los Angeles School District was in jeopardy.

Faced with a fast-growing student population, public resistance to mounting educational expenses and a shortage of teachers, the Los Angeles Board of Education considered abandoning what has long been the nation's leading driver training program, producing last year 12,000 well-trained, safety-conscious young drivers.

Thanks largely to the Ætna Drivotrainer system, the board not only decided to continue driver training, but to expand it by nearly 50%, while simultaneously reducing per-pupil costs.

The school board reached this decision after reviewing the results of a thorough study by the school district's Division of Instructional Services. The findings of this study included:

- A survey of students, parents, taxpayers and educators which indicated that they believed driver training should remain in the high school curriculum.

- That Drivotrainer instruction combined with a reduced amount of on-the-road training would be as effective as the current program of on-the-road training.

- Data which showed that use of the Ætna Drivotrainer system would *increase* the number of students trained annually from 11,900 to 17,420, while *reducing* the cost from $58 to $41 per student. The net cost to the school district, because of a $35 per student state reimbursement provision, would be lowered from $23 to only $6 for each youngster trained. All of this could be accomplished with 21 fewer teachers and 36 fewer cars. Since this report, new state reimbursement legislation has reduced this cost even further.

Impressed with this opportunity to kill *three* birds with a single stone – reduction of per pupil costs, involvement of more students, and the opportunity to conduct the program with fewer teachers – the Board voted to obtain eleven mobile classrooms and place the Drivotrainer program in effect as soon as possible.

Recognizing that the facts of this case history will interest other school systems, we have arranged with the Los Angeles School Board for permission to reproduce the report cited above. If you would like a copy, please write to

INFORMATION AND EDUCATION DEPARTMENT

ÆTNA CASUALTY AND SURETY COMPANY

151 Farmington Avenue, Hartford 15, Connecticut

Development of the Drivotrainer system was financed by the Ætna Casualty and Surety Company as a contribution to education and highway safety. Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training and by supplying an educational liaison service to Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Drivotrainer Division, Rockwell Manufacturing Company, Pittsburgh 8, Pennsylvania.

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